Selected Results for TENURE LINE Faculty  
(N = 264)

One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

1. I believe this is a fair process for evaluating performance.  
   - 8% Not at all fair  
   - 20% Somewhat fair  
   - 14% Neither fair nor unfair  
   - 40% Fair  
   - 19% Very fair

2. This performance review process takes into account all important faculty contributions.  
   - 10% Strongly Disagree  
   - 19% Disagree  
   - 15% Neither Agree nor Disagree  
   - 41% Agree  
   - 15% Strongly Agree

Traditional performance evaluation of tenure track and tenured faculty is 40% research, scholarship, and creative activities; 40% teaching; and 20% service. The following questions pertain to your experiences with and opinions of this type of evaluation.

3. I am evaluated according to this formula.  
   - 9% Strongly Disagree  
   - 25% Disagree  
   - 19% Neither Agree nor Disagree  
   - 37% Agree  
   - 10% Strongly Agree

4. This formula is an appropriate way to evaluate faculty pre-tenure.  
   - 4% Strongly Disagree  
   - 16% Disagree
20% Neither Agree nor Disagree  
48% Agree  
12% Strongly Agree

5. This formula is an appropriate way to evaluate faculty post-tenure.  
   7% Strongly Disagree  
   23% Disagree  
   24% Neither Agree nor Disagree  
   33% Agree  
   12% Strongly Agree

6. I would like the option to negotiate a shift in allocation of job responsibilities (from a traditional 40% research, scholarship, and creative activities; 40% teaching; and 20% service) post tenure.  
   4% Strongly Disagree  
   14% Disagree  
   19% Neither Agree nor Disagree  
   39% Agree  
   24% Strongly Agree

Some universities conduct developmental reviews where faculty receive professional development support over their career lifespan. The following questions will help us assess current developmental review practices at DU and gauge interest in modifying such practices.

7. What type of professional development reviews have you received? (Check all that apply)  
   30% Teaching  
   29% Research, Scholarship, and Creative Activities  
   16% Internal Funding  
   14% External Funding  
   6% Career Path Consultation  
   17% Other

8. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.  
   7% Strongly Disagree  
   12% Disagree  
   28% Neither Agree nor Disagree  
   40% Agree  
   13% Strongly Agree

9. In general, professional development opportunities that already exist at DU are effective in promoting high quality faculty work.  
   5% Strongly Disagree  
   25% Disagree
48% Neither Agree nor Disagree
19% Agree
3% Strongly Agree

10. What motivates you, or could motivate you, to continue your professional development? (Check all that apply)
49% Expectation of tangible reward
53% Financial support for developmental activities
74% Increased time to devote to what I believe I do best
35% Greater feeling that I belong to a community of colleagues at DU
26% Opportunity to forge deeper connections with students
39% Evidence that such development would enable me to do a better job
37% Tools that would help me be more efficient at my job (e.g., grading papers, submitting publications)
24% Being mentored
8% Other

One reason faculty members might be evaluated is to identify unsatisfactory performance and determine whether remedial measures are necessary. The following questions pertain to evaluations related to remedial measures.

11. I think faculty should be reviewed for this purpose.
   4% Strongly Disagree
   9% Disagree
   17% Neither Agree nor Disagree
   48% Agree
   22% Strongly Agree

12. What should be the potential consequence for unsatisfactory performance in your academic unit? (Check all that apply)
   67% Mentoring/coaching
   61% Negotiated development plan
   50% Negotiated development timeline
   53% Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
   38% Negotiated change of responsibilities within the university
   46% Lower or nonexistent pay raises
   45% In rare cases of chronic and remedied deficiencies: sterner measures.
   9% Other

The following items refer to your experience at DU.

13. I feel a sense of belonging in my academic unit.
   7% Strongly Disagree
   12% Disagree
Selected Results for NON-TENURE LINE Faculty
(N = 103)

One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

1. I believe this is a fair process for evaluating performance.
   8% Not at all fair
   15% Somewhat fair
   17% Neither fair nor unfair
   54% Fair
   6% Very fair
2. This performance review process takes into account all important faculty contributions.
   - 5% Strongly Disagree
   - 19% Disagree
   - 23% Neither Agree nor Disagree
   - 38% Agree
   - 15% Strongly Agree

Non-tenure-line faculty members are often evaluated with regard to their contract renewal. The following questions pertain to the criteria for reviewing non-tenure-line faculty members.

3. I am aware of these criteria.
   - 7% Strongly Disagree
   - 11% Disagree
   - 17% Neither Agree nor Disagree
   - 51% Agree
   - 14% Strongly Agree

4. I believe these criteria are fair.
   - 4% Strongly Disagree
   - 12% Disagree
   - 31% Neither Agree nor Disagree
   - 50% Agree
   - 4% Strongly Agree

5. I believe these criteria promote high quality work.
   - 10% Strongly Disagree
   - 16% Disagree
   - 34% Neither Agree nor Disagree
   - 36% Agree
   - 5% Strongly Agree

6. I receive adequate support to meet these criteria.
   - 6% Strongly Disagree
   - 14% Disagree
   - 26% Neither Agree nor Disagree
   - 42% Agree
   - 13% Strongly Agree

Some universities conduct developmental reviews where faculty receive professional development support over their career lifespan. The following questions will help us assess current developmental review practices at DU and gauge interest in modifying such practices.
7. What type of professional development reviews have you received? (Check all that apply)
   - 50% Teaching
   - 20% Research, Scholarship, and Creative Activities
   - 10% Internal Funding
   - 1% External Funding
   - 7% Career Path Consultation
   - 18% Other

8. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.
   - 2% Strongly Disagree
   - 4% Disagree
   - 23% Neither Agree nor Disagree
   - 53% Agree
   - 17% Strongly Agree

9. In general, professional development opportunities that already exist at DU are effective in promoting high quality faculty work.
   - 2% Strongly Disagree
   - 15% Disagree
   - 43% Neither Agree nor Disagree
   - 38% Agree
   - 2% Strongly Agree

10. What motivates you, or could motivate you, to continue your professional development? (Check all that apply)
    - 47% Expectation of tangible reward
    - 59% Financial support for developmental activities
    - 54% Increased time to devote to what I believe I do best
    - 52% Greater feeling that I belong to a community of colleagues at DU
    - 42% Opportunity to forge deeper connections with students
    - 44% Evidence that such development would enable me to do a better job
    - 47% Tools that would help me be more efficient at my job (e.g., grading papers, submitting publications)
    - 23% Being mentored
    - 8% Other

One reason faculty members might be evaluated is to identify unsatisfactory performance and determine whether remedial measures are necessary. The following questions pertain to evaluations related to remedial measures.

11. I think faculty should be reviewed for this purpose.
    - 1% Strongly Disagree
    - 2% Disagree
13% Neither Agree nor Disagree
50% Agree
34% Strongly Agree

12. What should be the potential consequence for unsatisfactory performance in your academic unit? (Check all that apply)
- 73% Mentoring/coaching
- 75% Negotiated development plan
- 64% Negotiated development timeline
- 40% Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
- 33% Negotiated change of responsibilities within the university
- 38% Lower or nonexistent pay raises
- 56% In rare cases of chronic and remedied deficiencies: sterner measures.
- 8% Other

The following items refer to your experience at DU.

13. I feel a sense of belonging in my academic unit.
- 4% Strongly Disagree
- 7% Disagree
- 12% Neither Agree nor Disagree
- 48% Agree
- 28% Strongly Agree

14. I feel a sense of belonging at DU.
- 2% Strongly Disagree
- 14% Disagree
- 16% Neither Agree nor Disagree
- 52% Agree
- 16% Strongly Agree

15. I feel valued for the ways that I contribute to the university.
- 3% Strongly Disagree
- 14% Disagree
- 22% Neither Agree nor Disagree
- 52% Agree
- 10% Strongly Agree

16. What is your college, school, or division?
- 4% Daniel Felix Ritchie School of Engineering and Computer Science
- 12% Daniels College of Business
- 16% Divisions of Arts, Humanities and Social Sciences
- 9% Divisions of Natural Sciences and Mathematics
- 4% Josef Korbel School of International Studies
2%  Graduate School of Professional Psychology (GSPP)
7%  Graduate School of Social Work (GSSW)
5%  Morgridge College of Education
3%  The Sturm College of Law
19%  Other
18%  Choose not to report